

**EXPLORING STUDENTS' MOTIVATION AND
EXPERIENCE IN VLOG TASK-BASED
LANGUAGE TEACHING FOR IELTS SPEAKING
SKILLS IN A CHINESE INTERNATIONAL
SCHOOL IN GUANGZHOU**

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UNIVERSITI SAINS MALAYSIA

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by

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LIST OF ABBREVIATIONS

CMC	Computer-Mediated Communication
TBL	Task-based Learning
TBLT	Task-based Learning and Teaching
VR	Google Earth Virtual Reality
ZPD	Zone of Proximal Development

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**MENEROKA MOTIVASI DAN PENGALAMAN PELAJAR DALAM
PENGAJARAN BAHASA BERASASKAN TUGASAN VLOG UNTUK
KEMAHIRAN BERTUTUR IELTS DI SEBUAH SEKOLAH
ANTARABANGSA CINA DI GUANGZHOU**

ABSTRAK

Kajian ini menyiasat motivasi dan pengalaman menggunakan pengajaran bahasa berasaskan tugas vlog (TBLT) untuk meningkatkan kemahiran berbahasa Inggeris dalam kalangan pelajar sekolah menengah Cina. Penyelidikan ini meneroka bagaimana vlog TBLT boleh meningkatkan kemahiran bertutur bahasa Inggeris pelajar, di sebalik penggunaan vlog TBLT berdasarkan Teori Motivasi Dörnyei, dan pengalaman pelajar menggunakan vlog TBLT melalui Kitaran Reflektif Gibbs. Program TBLT vlog selama enam minggu telah dilaksanakan, di mana pelajar terlibat dalam tugas mingguan dengan tema objek, haiwan dan vlog sukan, setiap satu berlangsung selama dua minggu. Minggu-minggu pertama melibatkan perbincangan kelas selama 60 minit di mana pelajar memperkenalkan vlog mereka, merangkak melalui ceramah selebriti mengenai topik berkaitan, dan, minggu berikutnya, menghasilkan vlog menggunakan aplikasi penyuntingan video dan kemudian berkongsinya menggunakan platform media. Dua penilai bebas menilai prestasi pelajar dalam vlog pembentangan model pra dan pasca kelas menggunakan rubrik IELTS (band 0-9; Kefasihan dan koheren, Sumber Leksikal, julat dan ketepatan tatabahasa, dan Sebutan). Temu bual Kumpulan Fokus telah dijalankan pada minggu ke-7 untuk meneroka motivasi pelajar dalam vlog TBLT untuk meningkatkan kemahiran bertutur bahasa Inggeris mereka berpandukan tiga peringkat Teori Motivasi Dörnyei (1994) [L3: tahap bahasa, tahap pelajar, dan situasi pembelajaran. peringkat].

Peringkat bahasa merangkumi subsistem instrumental dan motivasi yang berkaitan dengan kegunaan bahasa ini atau budaya di mana bahasa itu ditekankan. Tahap pelajar melibatkan situasi pelajar, seperti keyakinan atau pencapaian. Tahap situasi pembelajaran berkaitan dengan minat pelajar dalam kursus, gaya pengajaran guru atau sifat peribadi. Penulisan reflektif dijalankan pada minggu ke-8 untuk meneroka pengalaman pelajar dalam vlog TBLT untuk meningkatkan kemahiran berbahasa Inggeris mereka berpandukan enam peringkat Teori Kitaran Reflektif Gibbs (1992) [L6: Penerangan, Perasaan, Penilaian, Analisis, Kesimpulan, dan Pelan Tindakan]. Setiap peringkat mempunyai tujuan tertentu dalam mempromosikan refleksi menyeluruh dan penambahbaikan berterusan. Dapatan kajian mendedahkan bahawa vlog TBLT memberi impak positif kepada motivasi dan pengalaman pelajar, meningkatkan kefasihan, koheren, sumber leksikal, ketepatan tatabahasa dan sebutan mereka. Pelajar melaporkan menikmati proses kreatif membuat vlog dan mendapati ia bermanfaat untuk mempraktikkan dan menggunakan kemahiran bahasa Inggeris mereka dalam konteks dunia sebenar. Menggunakan vlog sebagai alat pedagogi memudahkan hubungan yang lebih mendalam dengan bahasa dan meningkatkan keyakinan pelajar dalam bertutur dalam bahasa Inggeris. Kesimpulannya, vlog TBLT terbukti sebagai kaedah yang berkesan untuk meningkatkan kemahiran berbahasa Inggeris pelajar sekolah menengah Cina. Pendekatan ini menyokong pembelajaran bahasa melalui aplikasi praktikal dan interaksi sosial serta memanfaatkan teknologi moden untuk mencipta pengalaman pembelajaran yang menarik dan dinamik. Penyelidikan masa depan boleh meneroka lebih lanjut kesan jangka panjang vlog TBLT dan kebolehgunaannya dalam tetapan pendidikan yang berbeza.

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ABSTRACT

This study investigates the motivation and experience of using vlog task-based language teaching (TBLT) to enhance International English Language Testing System (IELTS) speaking among Chinese high school students. The research explores how the vlog TBLT can improve students' IELTS speaking based on Dörnyei's Motivational Theory and Gibbs' Reflective Cycle. A six-week vlog TBLT program was implemented, during which students engaged in weekly tasks with themes of objects, animals, and sports vlogs, each lasting for two weeks. The first weeks involved a 60-minute class discussion where students introduced their vlogs, scaffolded through celebrity speaking on related topics, and, the subsequent week, produced the vlogs using video-editing applications and then shared them using media platforms. Two independent raters evaluated the performance of the students in the vlogs pre- and post-class model presentations using the IELTS rubrics (bands 0-9; Fluency and coherence, Lexical resource, Grammatical range and accuracy, and Pronunciation). The individual interview was conducted in week 7 to explore the students' motivation in the vlog TBLT to enhance their English speaking guided by the three levels of Dörnyei's Motivational Theory (1994) (L3: language level, the learner level, and the learning situation level). The language level includes instrumental and motivational subsystems related to the usefulness of this language or the culture in which the language is emphasized. The learner level concerns the learners' situation, such as confidence or achievement. Learning situation level relates to learners' interest in the course,

teachers' teaching style or personal traits. The reflective writing was conducted in week 8 to explore the students' experience in the vlog TBLT to enhance their English speaking guided by the six levels Gibbs' Reflective Cycle Theory (1992) [L6: Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan]. Each stage serves a specific purpose in promoting comprehensive reflection and continuous improvement. The study findings revealed that vlog TBLT positively impacted students' motivation and experiences, enhancing their fluency, coherence, lexical resources, grammatical accuracy, and pronunciation. Students reported enjoying the creative process of making vlogs and found it beneficial for practicing and applying their English skills in real-world contexts. Using vlogs as a pedagogical tool facilitated a deeper connection with the language and increased students' confidence in speaking English. In conclusion, vlog TBLT proved to be an effective method for improving Chinese high school students' IELTS speaking. This approach supported language learning through practical application and social interaction and leveraged modern technology to create an engaging and dynamic learning experience. Future research could further explore the long-term effects of vlog TBLT and its applicability in different educational settings.

CHAPTER 1

INTRODUCTION

1.1 Overview of the Study

The definition of globalization can be the connections of global economic, political, cultural, and environmental processes that transform current conditions (Keohane & Nye, 2020; Robertson & Dale, 2020). As globalization constantly affects different societies' economic, political, and cultural aspects, an international or global language such as English is needed to increase international relations and communication (Siregar, 2023).

English is regarded as a global language because of its function as a language of international communication. English is becoming the default language of international communication, the dominant language of international communication, and the dominant language of international communication in many countries worldwide (House, 2018). It has been estimated that only one-fourth of English speakers are native, while the others are non-native speakers (Zhao et al., 2021). Therefore, a larger population of non-native English speakers dominates globalization.

Under the influence of globalization, the importance of English as a lingua franca is also emphasized by other Asian countries, such as China and Japan (Alam, 2023; Baker, 2021; Zhao et al., 2021). With the increasing number of international students, education in English as a second language is in the limelight in China (Tsui & Cheng, 2022). Students must have English classes in primary school, starting in 3rd grade, for 13 years (Chen et al., 2022; Gil, 2016). Traditionally, Chinese English classes focus more on vocabulary and grammar learning (Ji & Pham, 2020).

In recent years, the English language curriculum in China has undergone significant changes. Notably, speaking have become a critical component of language assessment, including high-stakes exams like IELTS (Qingfen, 2023). The new English language curriculum was introduced in China during the past two decades (Qingfen, 2023). Through this curriculum, the Ministry of Education aimed to promote the growth of students who can converse worldwide in English. Additionally, this curriculum signaled a significant change in the pedagogy that English teachers were expected to use. Instead of being dependent on the transfer of information and memorization, learning was portrayed as an investigative activity. More precisely, a concentration on improving communication skills has replaced the conventional emphasis on mastering grammar and vocabulary (Qingfen, 2023). A crucial aspect of the new curriculum is the recommendation that task-based teaching techniques should be employed to foster students' communicative ability.

Task-Based Language Teaching (TBLT) has emerged as a popular approach in language education, emphasizing meaningful tasks that promote practical language use (Ellis et al., 2020; Liu & Ren, 2021). The TBL assumes that if students complete a certain task, they can grasp the target language instead of just learning language function and form (Liu & Ren, 2021; Sholeh et al., 2021). With the emphasis on the design of the tasks, task-based language teaching (TBLT) results from the development of Communicative Language Teaching (Sholeh et al., 2020; Sholeh et al., 2021). The task in class aims to create a real purpose for language use and provide a natural context for language learning. Instead of relying on learners' interests, task-based learning focuses more on raising students' interests, encouraging students to communicate and interact with each other. Students involved in the task can engage in the real world and practice real communication in the target language (Sholeh et al.,

2020; Sholeh et al., 2021). In recent years, technological advancements have introduced innovative methods for implementing TBLT. One such method is using vlogs or video blogs, which provide students with an engaging platform to practice their speaking in real-world contexts. This study explores the application of vlog-based TBLT to enhance IELTS speaking among Chinese high school students.

This study investigates vlog-based TBLT to enhance IELTS speaking among Chinese high school students. Vlog TBLT combines real-world tasks with reflective practices to develop fluency, coherence, pronunciation, and vocabulary. With globalization emphasizing English as a lingua franca, speaking English fluently has become essential for communication and academic success, especially in high-stakes exams like IELTS. This study seeks to address the gap in teaching methodologies by exploring how vlog-based activities can improve oral proficiency and motivate learners.

1.2 Background of the Study

Technology has exerted a huge impact on education. Students who have grown up in the age of the technology explosion are accustomed to communication via mass media (Fischer et al., 2020; Miller et al., 2021). Digital technology, familiar and well-understood to most learners, is a part of their normal life. These digital natives have their phones, computers, and digital personal video recorders. Attracted by various forms of multimedia, students easily get bored with conventional teaching methods (Anwar et al., 2023; Hasanah et al., 2023; Matias & Agapito Jr, 2022).

Educators have tried to adapt technology to English learning classrooms (Lukas & Yunus, 2021; Pustika, 2020; Taghizadeh & Hasani Yourdshahi, 2020). Digital games, for example, are used in productive vocabulary acquisition, leading to

positive effects in enhancing students' knowledge in aspects and scopes of word knowledge (Alfadil, 2020; Rasti-Behbahani & Shahbazi, 2022; Zou et al., 2021). More advanced technology, such as Google Earth Virtual Reality (VR), has also been adjusted in the classroom to improve students' writing experience, as learners have shown strong engagement in these activities (Asad et al., 2021; Li et al., 2022). Moreover, with VoiceThread technology, students greatly improve conversation interactions, listening, and reading skills (Fadeeva, 2017; Nguyen & Takashi, 2022). Different applications have been used as teaching tools to stimulate students' motivation and realize learning outcomes.

New technology also provides a variety of ways to improve learners' English skills. Instant language labs, podcasts and video conferencing are the common ways to improve listening and speaking (Díez & Richters, 2020; Eshankulovna, 2021; Kamalitdinovna, 2021). With computer-mediated communication (CMC) tasks, students progress in speaking and listening skills, including communication skills, negotiation, interaction and other speaking sub-skills (Alkahtani, 2023; Hamouda, 2020). In addition, students can improve their creativity and motivation to explore and interpret information during the learning process.

Technology has also been applied in TBLT (Ellis et al., 2020; Smith & González-Lloret, 2021). Virtual TBLT involving online English teaching has been challenging (Belda-Medina, 2021; Fahriany et al., 2022). For example, teachers can create a location online and set students a specific task, such as designing the structure of a room. Students are required to talk together to create an outcome. Students normally find this activity game-like, increasing their learning motivation (Cheung & Ng, 2021). Recent literature on effectiveness and usability has further supported the worthiness of online task-based learning (Young & Son, 2023). Online applications

such as blogs, social networking sites, and gaming can effectively aid task-based language learning (Hamadeh et al., 2020; Pikhart & Botezat, 2021; Subrahmanyam Vellanki & Bandu, 2021). Therefore, more online task-based learning activities can be designed to cater to students' interests and needs. In this study, online task-based language learning was applied because of the influence of the pandemic.

Numerous studies have been done on English-speaking (Jupri & Haerazi, 2022; Shofi, 2020; Zaitun et al., 2021). To make the class more successful, teachers should design activities that students can engage in when organizing speaking activities and allow them more time to practice speaking. Task-based teaching, which centers on lifelike activities, raises students' participation in speaking activities (Kunvariya, 2023). Furthermore, it is proved that with TBLT, students' speaking scores could be improved significantly, especially in pronunciation and language function.

In China, traditional English teaching has focused on grammar and vocabulary, often neglecting communicative competence. However, recent curriculum reforms emphasize speaking as part of language assessments like IELTS. Despite these changes, challenges remain in motivating students to practice speaking, as they often prioritize exam preparation over skill development. The innovative vlogs TBLT offer a solution by creating authentic and engaging contexts for practicing English. Various difficulties were witnessed in online education, including network breakdown, lack of electronic devices, lack of communication with classmates, and boredom in long-time online classes (Uzun et al., 2021; Yu et al., 2022). Several issues need to be considered when switching from in-person learning to an online learning environment. This includes considering the learning conditions of technology tools, their acceptability, and the accessibility of online pedagogies (Vaillancourt et al., 2022; Wahid et al.,

2023). Therefore, this study explores how vlog TBLT aligns with these educational reforms and contributes to the IELTS speaking.

In this study, the specific task is making vlogs. Making vlogs can align with task-based learning. Task-based learning emphasizes completing meaningful and authentic tasks as the central learning activity. TBLT aims to engage learners in communicative and goal-oriented activities that simulate real-life language use. When students create vlogs in class, they are typically involved in a task that requires them to use language for a real-world purpose. They need to plan, script, record, and present their vlogs, involving various language skills such as IELTS speaking, listening, writing, and reading. This task can be designed to reflect authentic communication situations, such as sharing opinions, giving instructions, or presenting information.

1.3 Statement of the Problem

Traditional English education emphasizes vocabulary and grammar rather than receptive and productive skills (Dakhi & Fitria, 2019; Elmahdi & Hezam, 2020). Most students learn English only to pass the exams, so interest and motivation are not highly emphasized in traditional English teaching (Getie, 2020; Hussain et al., 2020). By getting accustomed to this educational mode, students passively acquire knowledge. Therefore, students face difficulties in their English speaking tests. They find expressing their opinions and feelings difficult, leading to lower scores on all the tests. In traditional teaching, students acquire language knowledge well but find it difficult to communicate because communication in language teaching is neglected (Kim, 2020; Wang et al., 2022).

Speaking is an essential productive skill for language learning (Masuram & Sripada, 2020; Rao, 2019). It is a fundamental component of language acquisition. As education in China centers on understanding and using grammar and vocabulary, speaking is largely neglected in traditional classrooms (Zhang, 2021). Moreover, teachers neither design suitable speaking activities nor create vivid, lifelike situations. The speaking activities in some classes are even limited to textbook memorization (Natali, 2020; Newton & Nation, 2020). With strong antipathy against participating in these activities, students fail to be motivated to practice speaking and acquire knowledge passively. Therefore, without enough chances to practice speaking, students feel much less confident speaking in front of others and even fear speaking in English. Some students are anxious that their classmates will laugh at their pronunciation or fluency in English (Liu & Hong, 2021; Sinaga et al., 2020). Their anxieties and worries lead to failure in expressing their opinions.

English speaking tests like IELTS evaluate fluency, coherence, lexical resource, grammatical range, accuracy, and pronunciation (Aridasarie & Tabiati, 2022; Souzandehfar, 2024). According to IELTS statistics, the Chinese average speaking score was 5.2, meaning most students have difficulty speaking fluently and accurately (Huang & Sun, 2022). Specifically, students usually maintain the flow of speech but use repetition, limited vocabulary and grammar structures, and little mispronunciation. However, in traditional English learning classrooms, these problems may not be emphasized, leading students to fail to gain high scores on the IELTS test. Therefore, a new way of learning English should be promoted to motivate learners and improve students' fluency and accuracy.

TBLT, however, enables students to understand the function and communication of the language and to improve students' overall language ability (Chen, 2021). Task-based language teaching has proved to effectively raise students' interests and centers on task outcome, which means the task's completion rather than the language's accuracy. Accordingly, task-based teaching improves middle and high school students' overall speaking ability (Chen, 2021).

Chinese students struggle with fluency, pronunciation, and confidence during IELTS exams despite including speaking tests in English education. Current teaching methods focus heavily on vocabulary and grammar, with limited emphasis on speaking activities. Preliminary findings suggest that traditional methods fail to engage students, leading to low participation in oral exercises. This study addresses the need for innovative approaches, such as vlog-based TBLT, to motivate learners and improve speaking performance. The study aims to explore whether this method effectively enhances IELTS-specific speaking criteria and overall communicative competence.

A preliminary survey suggests that students showed less involvement in speaking abilities (Gurbuz & Cabaroglu, 2021). The interviews with the high school students revealed that my high school's most popular teaching methodology was PPP (Presentation-Practice-Production). The teaching of grammar and reading was highlighted, while there were few oral activities each semester. The preliminary data claimed that the variety of speaking activities, including role-play and simple dialogue, is limited. The lack of interest and negative feelings towards the class activities led to less participation. Moreover, students found it hard to speak clearly and fluently when learning IELTS speaking. Due to a lack of practice, they could not generate and express their ideas effectively.

This study used TBLT to raise students' motivation and English-speaking ability. TBLT, which integrates lifelike situations into speaking practices, allows students to apply their speaking knowledge to practical use. With authentic materials and contexts, students can have more interest in participating in their speaking practices. Moreover, they can enhance their speaking ability by having more opportunities to practice speaking.

Although studies on students' motivation have been investigated, only a few studies have been conducted on EFL learners preparing for their IELTS exam in task-based language learning. Unlike English education, which focuses more on improving students' vocabulary and grammar, the IELTS learning focuses on comprehensive English learning skills, such as reading, speaking, writing, and listening. Although TBLT was not appropriate for language knowledge-focused national examinations, it is unclear whether TBLT can improve students' speaking performance regarding IELTS scores. Therefore, this study explores how vlog task-based activities can enhance the IELTS speaking abilities of high school students.

Moreover, students' motivation remains unclear. Although students show positive experiences towards the implementation of task-based learning, they may also be demotivated because of the difficulty of the task and the insufficient input. Also, it is demotivating for beginners to implement TBLT in class. In this case, this study explores intermediate students' motivation when proper language input is given. Also, making vlogs is difficult; students may feel reluctant or uncomfortable.

Furthermore, this study explores students' experiences with TBLT. While most students are open to this innovative learning method, the approach requires a shift in teaching methodology away from traditional practices. Chinese students are

accustomed to individual learning styles and prioritize passing exams over broader skill development. They tend to favor the Presentation-Practice-Production approach, which aligns more closely with exam-focused learning. However, it remains uncertain whether this pedagogical innovation will be embraced under the pressure of exam preparation. Consequently, this study examines students' experiences with vlog-based TBLT, including the learning atmosphere and the perceived challenges associated with task difficulty.

Previous studies have been conducted with a similar focus, proving that Task-based learning is an effective teaching method. However, the main difference in this paper is its mode, study setting, and target population. Most previous studies were conducted offline (Gurbuz & Cabaroglu, 2021; Peng & Pyper, 2021; Saputro et al., 2020). This study focuses on online classrooms due to the influence of the pandemic. Therefore, the study examines the impact of TBLT on students' motivation and experiences toward vlogging TBLT to improve their English-speaking.

1.4 Rationale of the Study

The rationale of this study is to apply vlog TBLT for students to improve their English skills because there is little research on using online speaking platforms for teaching. Online speaking courses still need to be explored because of their potential. Virtual TBLT has been a challenging way of learning English online (Shariq, 2020). Students normally find online activities game-like, increasing their learning motivation (Gargrish et al., 2020).

Therefore, research on how a speaking platform can facilitate students' learning is worth conducting. Students can increase their motivation and participation in speaking activities. With social media, students greatly improve conversation

interactions, listening, and reading skills (Ahmad et al., 2019). Different applications have been used as teaching tools to stimulate students' motivation and realize learning outcomes.

Given the inclusion of speaking tests in language assessments in China, this study's focus on task-based approaches, such as vlog-based TBLT, aligns with the need to enhance learners' oral communication skills. Because online speaking task-based platforms are new in Chinese education, particularly in Chinese ESL classrooms, a further investigation of students' perspectives is needed. The research on how this online speaking task can facilitate speaking and IELTS learning may be helpful for ESL learning. Also, the application of online speaking tasks can be demonstrated. This study, including surveys, interviews, and speaking assignments, may further serve as a resource for research in ESL pedagogical practices.

1.5 Significance of the Study

The question of why it is important to conduct research is how task-based learning can be combined with online learning. Information technology is a growing trend in English education (Chong & Reinders, 2020; Szymkowiak et al., 2021). Therefore, this study provides solid evidence of how online task-based learning can be used to teach and learn English. It also offers pedagogical guidance for IELTS speaking.

Moreover, this study may increase teachers' confidence and enhance their performance in using media in classrooms by addressing the issue of applying vlogs to teaching. How multimedia teaching can overcome the neglect of students' motivation must also be investigated (Belda-Medina, 2021; Peng & Pyper, 2021; Sun et al., 2022). Emotion plays an important role in students' motivation (Gunantar, 2016;

Sun et al., 2022). Teachers may ignore communication with students using vlogs, which results in a lack of emotional communication among students (Faiza et al., 2022; Mufidah & Roifah, 2020).

This study may contribute to the knowledge of online speaking teaching. Research has shown that with computer-mediated communication (CMC) tasks, students' progress in speaking and listening skills, including communication skills, negotiation, interaction, and other speaking sub-skills (Alkahtani, 2023; Bani Alkahtani, 2023). This study is expected to provide evidence or knowledge of how vlogs can be used so that more teachers can carry out different approaches in pedagogical practice.

This study also can guide online task-based learning. Now, the COVID-19 pandemic has had a huge impact on everyone's life in the world. During times of isolation or tragic situations in the future, students do not face difficulties in continuing their learning (Ariawan & Malang, 2020; Pokhrel & Chhetri, 2021). While students may easily feel less motivated in online learning without face-to-face communication, task-based learning is significant because it inspires students to participate in class by completing different tasks. Allowing students to communicate their ideas with their classmates in tasks can contribute more to English speaking.

Last, the research can facilitate pre-service teachers' training. Compared with techno-savvy youngsters, teachers nowadays may have difficulty catching up with the technology trend (Chong & Reinders, 2020). However, teachers still need to get used to technology and find specific technology tools useful to students. Because this study is concerned with addressing the potential issues in media teaching and students'

motivation, it may be able to encourage pre-service teachers to integrate media tools into IELTS teaching.

The study integrates Dörnyei's Motivational Theory to examine students' motivation across language, learner, and learning situation levels. Gibbs' Reflective Cycle guides the exploration of students' experiences, providing a structured approach to understanding their reflections and learning outcomes. Together, these frameworks offer insights into the impact of vlog TBLT on IELTS speaking.

1.6 Objectives of the Study

The main aim of the study was to explore the motivations and experiences in using vlog TBLT to enhance IELTS speaking among Chinese high school students.

The specific objectives of this study are as follows:

- i. To explore the motivations of using vlog TBLT in enhancing IELTS speaking among Chinese high school students.
- ii. To investigate the experiences from using vlog TBLT in improving IELTS speaking among Chinese high school students.
- iii. To determine the IELTS speaking scores in vlog TBLT among Chinese high school students.

1.7 Research Question

Based on the statement of the problem, this study attempts to answer the following research questions:

- i. How does the vlog TBLT motivate Chinese high school students to enhance their IELTS speaking?

- ii. What are the experiences from using vlog TBLT to improve IELTS speaking among Chinese high school students?
- iii. What are the IELTS speaking scores of the Chinese high school students from the vlog TBLT activities?

1.8 Operational Definition

1.8.1 Vlog Task-Based Language Teaching (Vlog TBLT)

Vlogs, or video blogs, are a form of digital content where individuals record and share video entries on various topics, often incorporating multimedia elements to enhance engagement (Werner, 2012). Vlogs, short for weblogs, are websites that can be easily created and updated (Mandasari & Aminatun, 2020). People can continuously update with their words, thoughts, and opinions. It is a popular way of making videos using mobile devices or smartphones and uploading them to online video platforms. With the development of vlogs, more functions have been added to vlogs. Besides sharing opinions, people can leave comments easily, leading to more communication on this media platform. Vlog projects have been applied in language learning since the 2010s (Huang, 2021; Khany & Kamalvand, 2022).

Task-Based Language Teaching (TBLT) is a method of teaching a second language that focuses on using authentic language through meaningful tasks, such as solving a problem or completing a project (AhmAdiAn, 2016; Bula-Villalobos & Murillo-Miranda, 2019). The TBLT is a pedagogical approach that uses tasks as the main instruction unit. Tasks are designed to be authentic and goal-oriented, encouraging students to use the target language communicatively. This approach aims to enhance language acquisition by providing learners with opportunities to practice the language in context, promoting both fluency and accuracy (Bygate, 2020; Sholeh

et al., 2020). TBLT in English classes has been adopted to create a real purpose for language use and provide a natural context for language study (Izadpanah, 2010).

Vlog TBLT is a teaching methodology combining video blogging with task-based principles to engage students in meaningful, real-world tasks that develop language skills. Vlogs serve as digital storytelling platforms where learners create and present video content, enhancing fluency, coherence, vocabulary, and pronunciation.

In this study, vlog TBLT refers to a teaching methodology where students engage in tasks that involve creating video logs (vlogs) to practice and improve their English-speaking. This approach leverages multimedia tools to enhance engagement and foster practical language application. The students participated in bi-weekly tasks with assigned topics like objects, animals, and sports, using video-editing platforms to create and share their vlogs with the teacher and students. This method facilitates the development of English-speaking aligned with IELTS criteria through tasks focused on fluency, pronunciation, and grammatical accuracy.

1.8.2 IELTS Speaking

International English Language Testing System (IELTS) Speaking refer to the competencies required to perform effectively in the Speaking section of the IELTS. These skills encompass the ability to communicate ideas fluently, accurately, and coherently in spoken English. They are assessed across four key criteria: Fluency and Coherence, Lexical Resource, Grammatical Range and Accuracy, and Pronunciation. The test measures a candidate's ability to discuss familiar topics, engage in extended discourse, and respond to abstract questions within real-time constraints.

This study defines IELTS Speaking as the specific oral communication abilities demonstrated by Chinese high school students participating in vlog TBLT. These skills are evaluated using the IELTS Speaking Band descriptors, focusing on fluency in expressing ideas, using diverse and contextually appropriate vocabulary, accurate grammatical structures, and clear pronunciation. The study emphasizes developing these skills through task-based activities such as creating vlogs, which simulate real-world communication scenarios while preparing students for the demands of the IELTS Speaking Test.

1.8.3 Motivation in Vlog TBLT

Motivation in the context of language learning is defined as the desire to initiate and sustain learning activities. Dörnyei's (1994) Motivational Theory framework divides motivation into three levels: the language level (instrumental and integrative motivation), the learner level (individual differences such as self-confidence and anxiety), and the learning situation level (classroom environment and teaching methods) (Dörnyei, 1994). Motivation is the internal drive or external influences that encourage students to learn a language. This includes intrinsic motivation (personal growth and interest) and extrinsic motivation (exam scores, career prospects).

In this study, motivation refers to the students' drive to engage with vlog TBLT tasks. Using Dörnyei's framework, motivation was examined at three levels explored in an individual interview (Dörnyei, 1994): the value the students place on learning English (language level), their confidence and attitudes toward language learning (learner level), and their interest in the vlog TBLT activities and the overall classroom environment (learning situation level).

1.8.4 Experience in Vlog TBLT

Experience in educational contexts involves the events and activities learners undergo, shaping their learning outcomes. Gibbs' Reflective Cycle (1988) provides a structured approach to reflection, consisting of six stages: Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan, promoting comprehensive reflection and continuous improvement (Gibbs, 1988).

In this study, experience refers to students' reflections on using vlog TBLT to enhance their English-speaking. Using Gibbs' Reflective Cycle framework, the experience was examined at six levels through reflective writing (Gibbs, 1988). Reflective writing helped students articulate their experiences, evaluate their learning, and plan for future improvements.

1.8.5 Reflective Writing

A structured approach to analyzing personal experiences to identify strengths, weaknesses, and actionable improvements. Frameworks like Gibbs' Reflective Cycle often guide it.

In this study, students' reflections on their participation in vlog-based tasks are structured through Gibbs' Reflective Cycle. This practice helps them evaluate their experiences, identify learning gaps, and develop strategies for improvement.

1.8.6 Collaborative Learning

A learning approach where students work together, sharing knowledge and providing feedback to achieve shared objectives, fostering peer interaction and mutual support.

This study used group-based interactions where students brainstormed, provided feedback, and collaboratively refined their vlogs. This fosters a sense of community and enhances the authenticity of language practice.

1.8.7 Constructivist Learning Theory

It is a theoretical framework where learners construct knowledge through meaningful tasks and social interactions, guided by their prior experiences and reflections.

The study is grounded in constructivist principles, where students learn by doing, creating vlogs, receiving feedback, and reflecting on their experiences to construct deeper language understanding.

1.8.8 Formative Assessment in Speaking

This is an ongoing evaluation designed to provide learners with feedback on their speaking performance, helping them identify areas for improvement.

Teachers and peers provide feedback throughout the vlog-making process, focusing on fluency, coherence, and pronunciation. This feedback helps students refine their performance iteratively.

1.8.9 Language Proficiency

The ability to use a language effectively and appropriately in various contexts, encompassing speaking, listening, reading, and writing skills.

The study assesses language proficiency as the cumulative effect of speaking, listening, and reflective writing tasks. The vlog serves as a medium for practicing and demonstrating oral skills aligned with IELTS criteria.

1.8.10 Fluency, Coherence and Lexical Development

Fluency is the ability to speak with minimal hesitation, maintaining a natural flow of speech. Fluency is essential for effective oral communication and is a key focus in TBLT and IELTS preparation. Fluency in this study is evaluated through students' ability to deliver uninterrupted, smooth speech during vlog presentations. Improvements are tracked over multiple vlog iterations.

Coherence is the logical organization of ideas in spoken discourse, ensuring smooth transitions and clarity in communication. Students' ability to logically organize their vlog scripts and deliver ideas in a structured, clear manner is assessed using IELTS Speaking Band descriptors.

Lexical development is the process of expanding vocabulary to include a variety of words and expressions suitable for different contexts and purposes. Students are encouraged to use a diverse vocabulary relevant to vlog topics. Lexical resources are assessed based on their ability to express themselves accurately and appropriately.

1.9 Organization of the Study

This study explored Chinese high school students' motivation and experience in the application of vlog TBLT to improve their English-speaking. This section outlines the structure of the overall thesis. Chapter One (1) introduces the study by covering its background, purpose, objectives, significance, definitions of key terms,

limitations, and theoretical and conceptual frameworks. Chapter Two (2) reviews related literature and theories relevant to the study. Chapter Three (3) describes the methodology, including the research design, sample, instruments, procedures, and qualitative data analysis methods. Chapter Four (4) presents the results of the analysis. Finally, Chapter Five (5) discusses the findings, offers recommendations for future research, and concludes the study.

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

This study uses a qualitative study design to explore the motivation and experiences of using vlog task-based language teaching (TBLT) as a teaching approach to improve the IELTS speaking of Chinese high school students. Although existing research highlights the benefits of TBLT in language learning, limited studies address its role in improving IELTS speaking. Furthermore, integrating digital tools like vlogs in exam-oriented contexts remains underexplored. This study fills these gaps by evaluating vlog TBLT's impact on Chinese high school students' speaking proficiency.

This chapter presents the study from a broader perspective, connecting the current study with related research and theories. The first section involves the theoretical framework, the second relates to the study's conceptual framework, and the last involves literature on vlog TBLT.

2.2 Sociocultural Constructivism

The theoretical basis of this study is generally attributable to Sociocultural Constructivism. It calls attention to the importance of culture and the value of the social context for cognitive development (Alghamdi, 2021; Pardjono, 2016; Zajda, 2018). It is defined as "a social group constructing things for one another, collaboratively creating a small culture of a shared artefact with shared meanings." For Dewey (2004), it refers to a social construction of learning as a social and cultural process in human relationships and activity. Social learning emphasizes how people learn through cultural communication, activities, and social practice (Dewey, 1993;

Vanderstraeten, 2002). Most importantly, social constructivism emphasizes that the learning process is closely related to the sociocultural context with which learners interact, which means they are constituted by the context of which they are a part.

2.2.1 Vygotsky's sociocultural constructivist theory

According to the sociocultural constructivism theory, learning is a social and cultural process that occurs through interactions with people and within certain cultural contexts (Marginson & Dang, 2017). It emphasizes how social interactions, language, and cultural artefacts contribute to the formation of knowledge and the growth of the mind (Alkhudiry, 2022).

The sociocultural constructivist guiding principles and ideas are as follows: Zone of Proximal Development (ZPD): A learner is said to be in the Zone of Proximal Development when they are between their current level of knowledge and their potential level of development with the assistance of a more knowledgeable other (such as a teacher, peer, or expert) (Chaiklin, 2003; Zaretsky, 2021). According to Vygotsky, learning is most productive in this environment, with the right support and scaffolding from others.

Sociocultural Constructivism encourages learners to draw on their versions of truth based on their cultural backgrounds. Learners inherit historical developments, such as language or logic, in a social culture. Social interaction also plays an important role in the learning process. Without social interaction, acquiring social meaning and learning how to use it is impossible (Bhattacharjee, 2015). Therefore, it is important to consider the learners' background and culture in the learning process since the background shapes the learners' knowledge. It also emphasizes social interaction. According to sociocultural constructivism, learning is fundamentally a social process.

Social interaction, such as collaborative problem-solving, dialogue, and cooperative learning, is crucial in constructing knowledge. Learners acquire new information, negotiate meaning, and internalize concepts and strategies through interactions.

The learning context is another important factor contributing to learning success. Sociocultural constructivism emphasizes the influence of cultural and historical contexts on learning and cognitive development. Learning is seen as deeply embedded within specific cultural practices, norms, and values. The cultural-historical context provides the framework for understanding and interpreting experiences and shapes individuals' thinking and learning processes.

Sociocultural constructivists emphasize that learners can participate in authentic or situated learning, where learners can participate in activities related to learning application. Because no one set of generalized learning laws with each law can apply to all domains (Abtahi, 2018), it is important to create an environment where learners can apply their knowledge to practical use. Moreover, to fully motivate and engage learners, the task and the learning environment should reflect the complexity of the environment so that the learners can use their autonomy (Eun, 2019). Learners not only master the ownership of the learning process but of the problem.

Two main benefits from social constructivism will be employed in this study. First, the current study is designed so that students can construct their knowledge by allowing them to make mistakes. In other words, during trial and error, students learn from mistakes and develop their thoughts and conclusions. Learners with different skills and backgrounds should collaborate in tasks to understand the truth in a certain area (Toomela, 2018). Through using vlogs, students have different opinions towards the given topic. During the process, students can express their own opinions in the

targeted language while, at the same time, their teammates can monitor their language and point out their mistakes. Second, social constructivism encourages discovery through problem-solving and collaboration. With their new understanding, students can put it into practice in different activities. In collaboration with more capable peers, learners can gain problem-solving skills through learning from others and achieve potential development (Abtahi, 2018). Interactive dialogues between the teacher and a small group of students are involved.

Further, the instructors will guide the students in clearing up their doubts. Students face different problems when making vlogs, ranging from technical problems to language problems. With the help of teachers and their teammates, they can learn from others and deal with these problems. At the beginning of the stage, teachers model how to make vlogs. Afterward, the teacher and students take turns being the teacher and making vlogs.

Teachers can ask questions about the process of activities so that learners can understand a specific concept. In the process of "scaffolding", learners' ability can extend beyond the physical limitations to the extent that the development process lags behind the learning process (Alkhudiry, 2022; Vygotsky, 2011).

Therefore, Sociocultural constructivism emphasizes the importance of social interactions, cultural tools, and the role of the social and cultural context in learning and cognitive development. It has influenced educational practices and approaches that promote collaborative learning, learner-centered instruction, and the integration of authentic, real-world contexts in the learning process (Alkhudiry, 2022; Vygotsky, 2011).